

## 1. Plan of Operation

Founded in 1963, Kennesaw State University (KSU) is located 20 miles northwest of Atlanta. It is the third-largest university in Georgia with more than 24,100 undergraduate and graduate students representing 142 countries. The student body is 48% “non-traditional” although the number of residential students, now at 15%, is growing at a steady pace. Accredited by the Southern Association of Colleges and Schools (SACS), KSU offers 80 bachelor’s, master’s and doctorate degree programs. KSU’s national reputation was recognized by *U.S. News & World Report’s* America’s Best Colleges issue in 2010 as one of the top universities in the region, and its first-year experience program has been named an “Academic Program to Look For” by *U.S. News* for nine consecutive years. The proposed project focuses on expanding and strengthening opportunities for international learning; it fully accords with the university’s commitment to enhance the global experiences of students, faculty and staff through its 2007 Quality Enhancement Plan (QEP), known as the “Get Global” initiative (see also Section 7).

Asia is playing an ever increasing role in the world economy and politics, and KSU has begun to attract a national reputation for its Asian Studies program. Over the past 20 years KSU has created a number of courses focusing on Asia in history, business, political science, international affairs, philosophy, languages, and the arts. In 2011, the university founded the largest Asia Business Conference in Southeastern USA: Symposium on ASIA-USA Partnership Opportunities (SAUPO), honored by the White House only one year later for its “leadership and commitment.” Yet, to date, many of our students have a limited understanding of the complex cultures and human experiences of people living in these regions, not to mention a lack of language proficiency to engage with those people. For our students to benefit from the increasing number of job opportunities in government, business, and non-profit sectors related to Asian

countries, they need to engage in a focused and intentional curriculum that will broaden their worldview and provide them with the knowledge, skills, and expertise necessary to succeed.

In order to afford our students that rich curriculum, KSU is applying for Title VI-Part A UISFL funding to develop an Asian Studies undergraduate major with a strong Asian language and culture curriculum. The UISFL grant forms the centerpiece of an initiative that will reach maturity after a carefully planned and nurtured decade-long incubation. Briefly, the history of this initiative began with our Chinese language program. Started six years ago, our Chinese program has experienced tremendous growth boasting a healthy 325 enrolled students this past academic year. Four years ago KSU developed a minor in Asian Studies that has attracted an increasing number of students. The initiative's next phase requires critical seed money to expand the program to a full major at the end of two more years, which will attract additional external support. As explained in this proposal, in light of the faculty expertise on campus, student demand, and strong interest from external partners, we believe the program will be solidly sustainable three years after the UISFL grant ends.

The Title VI funding is a key component to continue building the initiative's capacity for a major in Asian studies. Our goal is to offer KSU students an opportunity to gain a deep understanding of the histories, cultures, arts, business practices, and religions of Asia. Further, we believe that language shapes the way that people think, behave, and develop values and beliefs; language is the portal to reach a deep understanding of one's culture. Thus, in addition to providing a solid foundation in Asian cultures, our proposed B.A. in Asian Studies includes a strong language component in three less commonly taught East Asian Languages: Chinese, Japanese, and Korean. To accomplish this goal, our project includes four areas of emphasis:

**A. *Develop an interdisciplinary B.A. in Asian Studies*** in the Interdisciplinary Studies

Department (ISD). This degree program will include a strong Asian language and culture requirement (in Chinese, Japanese, or Korean) as well as courses in history, philosophy, art, anthropology, religion, political science, economics, communication, and business. The major will be developed in 2012-2013, with a target starting date of fall 2014.

**B. *Increase the number of courses with an Asia prefix focusing on Asian issues***, including study abroad opportunities lasting a full summer or semester.

**C. *Expand advanced level language instruction*** in Chinese and develop a three-year language sequence in Japanese and Korean.

**D. *Enhance the KSU library collection relating to South and East Asia*** with a special attention to history, philosophy, religion, business, and Asian language and literature collections.

Each of these four objectives, described in more detail below, is highly pertinent to the purposes of the UISFL program, “to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages.” Our project features an effective plan of operation that is properly and efficiently administered, with personnel and other resources that are integral to a design of the highest quality. The following general description explains how resources and personnel support each objective. The Plan of Operation section concludes with a table showing the monthly breakdown of project activities for two years. Please see the appendices for a table that places the two-year grant period within the larger context of our five-year sustainability plan.

**A. *Establish a B.A. in Asian Studies***

KSU intends to develop a B.A. degree program in Asian Studies that will be housed in the Interdisciplinary Studies Department located in the College of Humanities and Social Sciences (CHSS). Students enrolled in this program will be required to complete courses in



philosophy, economics, political science, and languages as part of the lower division major requirements. A distinctive feature of our proposal is to require 12 credit hours at the 3000 level in one of the Asian languages taught at KSU (Mandarin Chinese, Japanese, or Korean) or demonstrate oral and writing proficiency at the Intermediate-Mid level on the American Council on the Teaching of Foreign Languages (ACTFL) scale in one of the following languages: Cambodian, Chinese (Mandarin or Cantonese), Hindi, Hmong, Indonesian, Japanese, Korean, Punjabi, Lao, Tagalog, Thai, Urdu, or Vietnamese. In addition to the language requirement, students will also be required to participate in an approved study abroad program or internship.

We believe the development of a comprehensive program in three Asian languages (Japanese, Korean, and Chinese) is critical to offer a B.A. of the highest quality; we will use the UISFL grant to strengthen our Chinese program and launch the Japanese and Korean programs. Upper division requirements will also include courses in art, philosophy, history, economics, political science, and research methods. Students will complete their degree program by taking a capstone course in Asian Studies where they will be asked to develop a research project or write a senior thesis on a topic arranged by their instructor. To create a high-quality B.A. in Asian Studies, we are following best practices in Asian Studies, borrowing from the curriculum design of such programs as Brigham Young University, Emory University, and University of Oregon. Quality is also assured by designing the foreign language and culture curriculum to follow the national standards (ACTFL) and includes external reviewers as well as ACTFL proficiency tests.

Our goal is to have the B.A. in Asian Studies degree program proposal approved on campus by the end of spring 2013 and have the program approved by the Board of Regents of the University System of Georgia by the end of spring 2014 so as to officially launch the degree program in fall of 2014. The B.A. proposal can realistically be completed by December 2012,

with the spring of 2013 reserved for the various levels of reviews and approvals, because of extensive work already completed prior to the proposed grant period. In the fall of 2011, Asian Studies faculty established the Asian Studies B.A. task force to develop a B.A. in Asian Studies program proposal. The task force has made great progress, having developed a well-articulated curriculum for this degree program with most courses, except for foreign languages, already either fully developed and approved or in the final stages of development.

Over the next five years, we will also hire a total of five language and culture faculty members (one in Chinese, two in Japanese, and two in Korean) to develop our comprehensive language and culture programs. Job ads for these positions will clearly state that expertise in developing a proficiency-based language program and having a study abroad experience are required qualifications. The Department of Foreign Languages, which has a long tradition of developing proficiency-based curriculum, is fully supportive of this initiative.

***B. Increase the number of courses with an Asia prefix focusing on Asian issues***

Our B.A. in Asian Studies will draw on a rich array of courses that focus on global and Asian issues in art, communication, economics, geography, history, management, marketing, philosophy, political science, psychology, and sociology. As an interdisciplinary program supported by faculty from many departments and several colleges, we have garnered great support for the B.A. in Asian Studies within CHSS and outside of the college boundaries. Listed below are the strengths of our core and affiliated faculty for developing new interdisciplinary Asian Studies curriculum. (Current course descriptions follow the list of faculty.)

- **Dr. Don Amoroso** is a Professor of Information Systems and the Executive Director of the International Center for Innovations in Technology (Ph.D. University of Georgia). Dr. Amoroso has strong connection with the Japanese American community, Japanese universities,

Japanese companies and Japanese government. He frequently travels to Japan for cooperated research. Dr. Amoroso teaches ASIA 3950 - Technology Strategy in Asia.

- **Dr. Tavishi Bhasin** is an Assistant Professor of Political Science and International Affairs (Ph.D. Emory University). She conducts research in Comparative Politics: Violent and Nonviolent Dissent, Autonomy Demands, Human rights, Democratic institutions -- Electoral Systems, Politics of Developing Areas. She is an expert on South Asian politics, and teaches ASIA 4457: South Asian Politics: A Comparative Perspective.
- **Dr. May Gao** is an Associate Professor of Communication and Coordinator of the Asian Studies program (Ph.D. University of South Florida). Her research interests include the globalization processes of Chinese and American corporations, intercultural learning and adaptation, race and diversity issues, and global occupational mobility. She has worked as TV anchorwoman at China Anhui Television Station, as well as a PR specialist in the University of Science and Technology of China. She currently conducts a research project with 20 American and Chinese multinational corporations, including UPS, the Citi Group, Home Depot, Duracell, the Sports Authority, Inductotherm, Lenovo, and Haier. She has published in *Thunderbird International Business Review*, *Global Business Languages*, *China Media Research*, *Journal of Chinese Culture and Management*, and *East West Connections*.
- **Dr. Leena Her** is an Assistant Professor in TESOL and Global Learning (Ph.D. Stanford University). She conducts research on minority in education, such as "Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos."
- **Dr. Wenhua Jin** is an Assistant Professor of Chinese (Ph. D. University of Texas at Arlington). She has more than 15 years' university-level teaching experience in China and US in the areas of English, Chinese language, and linguistics. She has presented her research at many

national and international conferences, and has authored several articles and books in linguistics and language pedagogy. Her research interests include Chinese language acquisition and pedagogy, Chinese linguistics, Asian language variation and change, phonetics and phonology. Dr. Jin is proficient in English, Chinese and Korean.

- **Dr. Thomas Keene** is a Professor of History (Ph.D. Emory University). Dr. Keene is an Indian history and culture expert and has worked in India and China. On the KSU faculty since 1973, he teaches courses in the History of Science, Environmental History, and South Asia.
- **Dr. Heeman Kim** is an Associate Professor of Communication and the Asian Studies Associate Coordinator (Ph.D. Temple University). He teaches Communication Research, Digital Media Production, and Advanced Video Production; his research is closely related to his teaching and includes the cultural and social uses of electronic media. Current research examines the cultural uses of Social Media and draws on field surveys in Korea and the U.S. He has presented his research at major communication conferences and has published in communication and education journals.
- **Dr. Chien-pin Li** is a Professor in the Department of Political Science and International Affairs (Ph.D. University of Iowa). Dr. Li was an Associate Research Fellow at Academia Sinica (Taipei, Taiwan), a Senior Fellow at the Atlantic Council of the United States (Washington, D.C.) a Research Fellow at the Pacific Cultural Foundation (Taipei, Taiwan), and a Visiting Professor at Nanjing Normal University (Nanjing, China). His research interest is in the area of international political economy, including trade disputes, trade negotiations, and political risks. He has published articles in *International Negotiation*, *Asian Survey*, *Issues & Studies*, *Pacific Review*, and *International Studies Quarterly*.
- **Dr. Sarasij Majumder** is an Assistant Professor of Anthropology and Asian Studies



(Ph.D. Rutgers University). He is a member of the BA in Asian Studies task force and coordinates the gateway course for the Asian Studies minor: “ASIA3001 Understanding Asia.” His research looks at politics of land in neoliberal India and South Asia, drawing on fieldwork currently underway in India.

- **Dr. Luixi Meng** is an Associate Professor of Chinese (Ph.D. University of British Columbia) and the Coordinator of the Chinese Program. He is also a member of the Board of Advisors of the statewide Georgia Chinese Language Educators Group. Dr. Meng teaches Chinese culture and language to KSU students, as well as linguistics, literature, and culture to Chinese teachers in the Alternative Teacher Preparation Program. He has developed courses for the lower-division Chinese program, the Chinese minor, and a study abroad component for the Master of Arts in Teaching (MAT) Chinese and serves on the MAT Admissions and Advisory Committee. Dr. Meng regularly conducts sessions on Chinese language pedagogy and Chinese literature and culture at national and international conferences. He has published a number of books/book chapters, and journal papers in both Chinese and English.

- **Dr. Luc Noiset** is an Associate Professor of Economics (Ph.D. Tulane University). He has worked as an economist for the Office of Tax Analysis in the U.S. Department of the Treasury and was the U.S. Treasury’s representative to the Latvian Minister of Finance. Dr. Noiset has worked as a tax policy advisor in many countries of the former Soviet Union, Egypt and Vietnam. His research and teaching focus on the role of government in a modern free-market economy. Dr. Noiset is a member of the BA in Asian Studies task force, and is currently leading the effort of developing a new course on “Economies in the Emerging Markets.”

- **Mr. Tom Pynn** is a Senior Lecturer in Philosophy and Coordinator of the Peace Studies Program, and an affiliated faculty with Asian Studies at KSU. He holds two M.A. degrees, in



Literature and Philosophy, both granted by the University of Mississippi. His interests in Asian Studies include Daoism, Buddhist ontology and ethics, and Yoga Philosophy. His most recent publications include "Introducing Students to Classical Indian Philosophy in Asian Texts-Asian Contexts" in *Southeast Review of Asian Studies*.

- **Dr. Masako Racel** is an Assistant Professor of History (Ph.D. Georgia State University). For 15 years at KSU, she has taught Asia-related courses such as Introduction to World History, Origins of Great Traditions, the World Since 1945, and Pre-modern Japan. She also leads study abroad programs in Japan. Dr. Racel is a faculty advisor to various Asian Studies student clubs.

- **Dr. Teresa Raczek** is an Assistant Professor of Anthropology (Ph.D. University of Pennsylvania). She joined KSU in fall of 2011 as an anthropological archaeologist who has worked extensively in Rajasthan, India. She will teach the archeology of Asia in the new B.A.

- **Dr. Abhra Roy** is an Assistant Professor of Economics in the Coles College of Business (Ph.D. West Virginia University). His areas of specialization are International Trade and Development Economics.

- **Dr. Debarati Sen** is an Assistant Professor of Anthropology (Ph.D. Rutgers University). A cultural anthropologist with a background in sociology and gender studies, especially related to South Asia, she is proposing a "Gender in Asia" course for the new BA in Asian Studies.

- **Dr. Jun Tu** is an Assistant Professor in the Department of Geography and Anthropology (Ph.D. City University of New York). His specialty is environmental issues, especially China.

- **Dr. Ginny Zhan** is a Professor of Psychology (Ph.D. Cornell University). Dr. Zhan's research interests include cross-cultural developmental topics, gender issues, parenting in contexts, and Asian-American identity. Dr. Zhan leads a summer study abroad program to China.

- **Dr. Jiayan Zhang** is an Associate Professor of History at KSU (Ph.D. UCLA). He

specializes in agrarian history, environmental change, and peasant studies. His research focuses on the interrelationship of environmental change, economic growth, and peasant responses in the Jiangnan plain, Hubei, China. He teaches world history, Asian history, and Chinese history.

- **Dr. Binyao Zheng** is an Associate Professor of Educational Psychology and Research (Ph.D. University of Memphis). He conducts research in international and comparative education, learning and teaching, and character education. He has been a Guest Professor at various Chinese universities. Dr. Zheng is a member of the BA in Asian Studies task force.
- **Dr. Guichun Zong** is a Professor of Adolescent Education and Social Studies Education. (Ed.D. Florida International University). Dr. Zong strives to develop pedagogies that enhance prospective and practicing teachers' cross-cultural communication and global understanding. She is well published, with such books as *Social Education in Asia: Critical Issues and Multiple Perspectives*. Dr. Zong also serves as SAUPO Vice Chair.

Building on this expertise and on the work that has already been done during AY 2011-2012, our aim is also to increase our course offerings on Asian-specific topics in areas that are not as well covered by our current curriculum. To this end and to present a comprehensive degree program proposal by December 2012, Asian Studies faculty members have already committed to developing courses in the following areas:

- **ASIA 3360: Archaeology of Asia**

Asia has a rich and deep history, much of which can only be accessed through archaeology as texts are unavailable or scarce for many time periods. Given the nature of archaeological evidence, scholars must interpret their findings to give life to raw data collected in the field. This course will survey the major debates that have arisen from competing interpretations of the archaeological record, and the cultural and historical developments in Asia from approximately

10,000 BCE through 1600 CE. Topics of study will include the rise of complex societies, cities, and states; early economies; empires; and the role of archaeology in modern Asia. Dr. Teresa Raczek has developed and will teach this course.

- ASIA 3340: Contemporary South Asia Literature

This course explores South Asian experiences by examining diverse aesthetic and cultural perspectives from 20th and 21st century South Asian literature. In order to familiarize students with the growing, diverse South Asian population, this course will introduce students to a variety of South Asian experiences through literary works from writers in this demographic—through critical reading and analysis, reflection, discussion, and research—students will see the South Asian experience as a global one. Professor Komal Patel, Lecturer in the English Department, will teach this course.

- ASIA 3370: Economies of the Emerging Markets

The course will introduce students to evolving economies in emerging markets. The eight largest emerging economies by nominal GDP or PPP are Brazil, Russia, India, China (BRIC), Mexico, South Korea, Indonesia and Turkey. This course will compare and contrast various forms of economies in emerging markets with a focus on Asia. The goal is for each student to achieve a solid understanding of the economic concepts and arguments drawn from the variety of covered readings. This course will be taught by Dr. Abhra Roy.

- ASIA 4102: Gender Issues in Asia

This interdisciplinary course places gender relationships at the center of understanding economic, political and cultural change in Asia, a world region that is home to some of the most diverse occurrences of gender differences and its theoretical explorations. Drawing from the existing literature in anthropology, education, arts, sociology, literature, philosophy, economics,



political science, geography and communication, this course exposes students to both “traditional” and “modern” aspects of gender relationships in Asia. The course will also have an applied aspect emphasizing how a gender focus in critical Asian Studies can shed light on educational policy and practice in the Asian diaspora of the United States. This course will be team-taught by Drs. Debarati Sen and Leena Her.

- ASIA 3355: Capitalisms and Cultures in Asia

This course will compare and contrast various forms of capitalisms in Asia to understand the dynamics of society and political life in Asia. This course will enable students to develop a global perspective on critical issues that concern policymakers, business-strategists, development-workers and academics. This course will be taught by Dr. Sarasij Majumder.

***C. Expand the course offerings in Chinese at the 3000 and 4000 levels and develop a three year language sequence in Japanese and Korean***

What will distinguish our B.A. in Asian Studies from similar programs around the country will be its strong language requirement. Our goal is for all of our majors to reach an Intermediate-Mid level of proficiency on the ACTFL scale in both oral and writing production. Although this is an ambitious goal for Asian languages, we have been successful in having our students complete their B.A. in Modern Language and Culture (with specializations in French, German, or Spanish) with Advanced-Low scores according to the ACTFL proficiency scale. Recognizing that the quality of students’ performance in language proficiency depends greatly on the quality of instruction delivered in and out of the classroom, our project requires the hiring of five new permanent Asian language and culture faculty members over five years (three during the proposed grant period) in order to expand our upper-level course offerings in Chinese and develop a comprehensive language program to the 3000 level in Japanese and Korean.

1. New Faculty Lines

a. One Assistant Professor in Japanese

In January 2013 we will hire a temporary full-time Japanese faculty member with expertise in teaching Japanese language with a proficiency-oriented approach to launch our Japanese language program. At the same time we will launch a national search for an Assistant Professor of Japanese with expertise in building a proficiency-based Japanese language program as well as developing a study abroad program. The starting date for this position will be August 2013.

b. One Assistant Professor in Korean

Because our needs are identical in Japanese and Korean, we would follow the same pattern for Korean and hire a temporary full-time faculty for the spring of 2013 and a full-time Assistant Professor with the same set of qualifications as for the Japanese position, also starting in August.

c. One Lecturer in Chinese

With 325 students enrolled in 2011-2012 and only two full-time faculty members, we have to rely more and more on part-time faculty to deliver our program. KSU has a long-standing relationship with Chinese universities and the Chinese Language Council International (Hanban), a division of the Chinese Ministry of Education, and we house a very active Confucius Institute on campus. Hanban has expressed a strong interest in supporting the expansion of our Chinese language program and together with our Confucius Institute will provide funding to hire a lecturer in Chinese starting spring 2013. This will allow us to increase quality, expand capacity, and develop an additional upper-level Chinese course.

d. One Lecturer in Japanese

Our goal is to hire a Lecturer in Japanese in the fall of 2015 to support our Japanese program. A single permanent faculty member cannot manage a high quality language program and with the

help of the UISFL grant and the Japan Foundation to launch the program, KSU is committed to hire a Lecturer to support the Japanese program in fall 2015. That person will be mostly responsible for teaching Japanese courses at the 1000 and 2000 levels.

e. One Lecturer in Korean

As for Japanese, we need a second permanent faculty member to sustain and allow for the expansion of our Korean language program. The university is equally committed to hiring a Lecturer in Korean in the fall of 2015 and the person hired will have similar responsibilities for the Korean language program as the lecturer in Japanese for the Japanese language program.

2. New Language Courses

a. Chinese. For Chinese, we now have a complete set of offering at the 1000 and 2000 levels as well as three courses at the 3000 level:

- CHNS 3200 – Critical Reading and Applied Writing

CHNS 3200 is a study of selected readings of signs, news, and literary and cultural works to increase vocabulary, enhance grammar skills, and develop reading skills. It is also designed to give students extensive experience in reading Chinese.

- CHNS 3302 – Practical Conversation

CHNS 3302 stresses expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities.

- CHNS 3303 – Grammar and Composition

CHNS 3303 is a general review of grammar and composition and other writing activities, such as summaries, correspondence, descriptions, narration, literary analysis, and other rhetorical and culturally appropriate forms.

During the 2012-2013 academic year, we will add a fourth course at the 3000 level: CHNS 3304,



Literature and Culture I, as well as plan for expanding course offerings at the 4000 level.

b. Japanese. The Japanese curriculum will follow the same pattern as the one for Chinese. We already have JPN 1001, JPN 1002, JPN 2001, and JPN 2002 that are offered through our Critical Languages Program. We will develop the four 3000 level courses during 2013 and have them approved for delivery in spring of 2014.

c. Korean. For Korean, we will also follow the same curriculum as for the other two languages, but we will need to develop all the courses. The two introductory courses (KOR 1001 & KOR 1002) will be developed in fall 2012 to begin offering them in spring of 2013; the two intermediate courses (KOR 2001 & KOR 2002) will be developed in Spring of 2013 for implementation in fall of 2013; and the four 3000 level courses will be developed in fall of 2013 by the newly hired Assistant Professor of Korean.

***D. Enhance the KSU library collection relating to South and East Asia***

The proposed major in Asian Studies will require strengthened library resources. To support studies at the level for an undergraduate major, the Sturgis Library at KSU proposes to add mainly to its books, multimedia materials, and reference collections in Chinese, Japanese and Korean literature and culture. Collection development will respond to emerging program goals in support of undergraduate teaching and research. We will add material primarily in English, supplemented by material in Chinese, Japanese, and Korean, chiefly in literature and culture. Particular attention will be paid, especially in acquiring material on China, to ensure that aspects of diversity are addressed.

The current collection is comprised of some 8600 catalogued items plus serials. Of the catalogued items, about 60% use the subject heading China, 32% Japan, and only 12% Korea. During the period of the grant, we will build the relative strength of the Korea-related collection.

Among our serials subscriptions we include China Academic Journals, a collection of over 9000 full-text journals published in the People's Republic of China; of these, over 700 are from the fields of literature, history and philosophy. The collection includes dual language (Chinese-English) journals, particularly in the humanities and social sciences. These, in addition to the journals already found in our general literature, humanities and social sciences databases, will enable most undergraduates to access adequate journal literature for many research topics.

The library will match a portion of the grant funding, committing \$5000 per year for two years; in using these funds, care will be taken to purchase materials that overlap with existing programs in communications and international relations.

Regarding equal access, KSU does not discriminate on the basis of gender, race, national origin, color, sexual orientation, religion, age or disability in employment or the provision of services, including the admission or access to, or treatment or employment in, its programs or activities. In furthering this policy, the KSU Office of Diversity and Inclusion is committed to embracing diversity, equity and inclusion as well as promoting a welcoming campus climate for all of its stakeholders. KSU actively promotes initiatives that serve the diversity goals and academic mission of the University through the adoption of policies, procedures, and curricula that are guided by the principles of diversity, equity, transparency, and shared governance.

ACTIVITIES IN SUPPORT OF PROJECT OBJECTIVES, BY MONTH		
2012		
	Sept.	(1) Advertise for Temporary Full-time Faculty in Chinese, in Korean and in Japanese (to begin in January 2013); (2) Finalize the curriculum for the B.A. in Asian Studies and continue the crafting of the of the B.A. in Asian Studies program proposal; (3) Develop 6 Asia-prefix courses to complete content courses for the B.A. in Asia Studies curriculum; (4) Develop 3 additional 3000-level Chinese courses, 4 3000-level Japanese courses and 4 1000-2000-level Korean courses; (5) Develop a comprehensive Assurance of Learning (AOL) plan; (6) Schedule courses in Korean and Japanese for Spring 2013 as well as develop a preliminary schedule for Fall 2013 and spring 2014 for additional courses in Chinese and courses in Japanese and Korean; (7) Develop 2-year schedule for all Asia-prefix courses as well as all content area courses supporting the B.A. in Asian Studies.

2013	Oct.	(1) Apply for Korea Foundation support to hire a full-time faculty member in Korean for fall 2013 (\$50K in years 2-5); (2) Apply for Japan Foundation support to partially pay for one full-time faculty member in Japanese (\$30K in years 2 and 3); (3) Advertise for full-time Lecturer in Chinese and Assistant Professors in Korean and in Japanese (to begin August 2013); (4) Continue writing the B.A. in Asian Studies program proposal; (5) Continue to develop a comprehensive Assurance of Learning (AOL) plan; (6) Complete development of Asia and Asian language courses listed above; (7) Review and complete the 2-year schedule for all Asia-prefix courses as well as all content area courses supporting the B.A. in Asian Studies; (8) Provide the Library with a list of necessary books and pedagogical material.
	Nov.	(1) Screen and select temporary full-time faculty in Chinese, in Korean and in Japanese (to begin January 2013); (2) Complete the Assurance of Learning (AOL) plan; (3) Finalize the B.A. in Asian Studies program proposal; (3) Submit initial library acquisition request
	Dec.	(1) Begin approval process for the B.A. in Asian Studies program proposal and all Asia and Asian language courses listed above. (2) Recruit and hire GRA to begin January 2013 for 16 weeks (spring semester 2013).
	Jan.	(1) Continue approval process of B.A. in Asian Studies program proposal and all Asia and Asian language courses listed above; (2) Screening of Lecturer and Asst Prof applicants.
	Feb.	(1) Continue approval process of B.A. in Asian Studies program proposal and all Asia and Asian languages courses listed above; (2) Phone interview of top tier Lecturer and Asst Prof applicants; (3) Schedule campus visit for Lecturer and Asst Prof finalists.
	Mar.	(1) Continue approval process of B.A. in Asian Studies program proposal and all Asia and Asian languages courses listed above; (2) Campus visit for Lecturer and Asst Prof finalists; (3) Make job offer to first choice for Lecturer in Chinese and Asst Profs in Korean and in Japanese.
	April	(1) Submit B.A. in Asian Studies program proposal to the Board of Regents of the University System of Georgia for final approval. (Implementation date: fall 2013); (2) Develop a marketing campaign on campus and in the community announcing the anticipated approval of the B.A. in Asian Studies as well as the new course offering for fall 2013 and spring 2014; (3) Publicize the anticipated B.A. in Asian Studies and related courses at the SAUPO [Symposium on Asia-USA Partnership Opportunities] conference in Atlanta; (4) Travel to Washington D.C. to attend the UISFL Conference.
	May	Internal assessment of progress on UISFL grant, including course development, course enrollment, student evaluations, course schedules, B.A. in Asian Studies development and approval process, and faculty hiring.
	June	(1) Write UISFL progress report for Year 1; (2) Recruit and hire GRA for Year 2.
	July	Submit library acquisition request for Year 2.
	Aug.	(1) Discuss assessment results from year one; make any necessary adjustments; (2) Develop 4000-level courses in Chinese; (3) Develop 4 3000-level courses in Korean.
	Sept.	(1) Continue development of 4000-level courses in Chinese and 3000-level courses in Korean; (2) Advertise for one Lecturer in Japanese, and one Lecturer in Korean; (3) Develop a course schedule for the B.A. in Asian Studies (including Asian language courses) for fall 2014 and spring 2015.
	Oct.	(1) Finalize 4000-level courses in Chinese and 3000-level courses in Korean; (2) Begin proposal for language and culture study abroad programs in Japan and Korea.
	Nov.	(1) Begin approval process for 4000-level courses in Chinese and 3000-level courses in Korean; (2) Screen and select top candidates for Lecturer positions in Korean and Japanese (to begin in August 2014).



	Dec.	(1) Continue developing a proposal for language and culture study abroad programs in Japan and Korea; (2) Collect data for AOL; (3) Schedule phone interviews for top candidates for Lecturer positions in Korean and Japanese.
2014	Jan.	(1) Continue approval process for 4000-level courses in Chinese and 3000-level courses in Korean; (2) Continue developing a proposal for language and culture study abroad programs in Japan and Korea; (3) Conduct phone interviews for top candidates for Lecturer positions in Korean and Japanese; (4) Schedule campus visit for finalists for Lecturer positions in Korean and Japanese.
	Feb.	(1) Complete approval process for 4000-level courses in Chinese and 3000-level courses in Korean; (2) Plan trip abroad in June to sign study abroad agreement in Japan and Korea; (3) campus visit for finalists for Lecturer positions in Korean and Japanese
	Mar.	(1) Make job offers to first choice candidates for both Lecturer positions. (2) Publicize the BA in Asian Studies and the course offering in Asian Languages for fall 2014 and spring 2015.
	April	(1) Develop a marketing campaign on campus and in the community publicizing the B.A. in Asian Studies as well as the new course offering for fall 2014 and spring 2015. A special emphasis will be put on Asian language courses; (2) Internal assessment of progress on UISFL grant, including course development, course enrollment, student evaluations, course schedules, B.A. in Asian Studies development and approval process, and faculty hiring; (3) Collect data for AOL; (4) Bring external reviewers to campus to evaluate UISFL grant progress and quality of the B.A. in Asian Studies; (5) Travel to Washington D.C. to attend the UISFL Conference.
	May	(1) External reviewers submit their report. (2) Travel to Japan and Korea to finalize study abroad agreements to begin study abroad programs in summer 2015.
	June	Participating faculty complete KSU application form for summer 2015 study abroad in Korea and Japan.
	July	Draft UISFL progress report for year 2.
	Aug.	Reflect on data collected for AOL as well as on external reviewers' reports and make adjustments when necessary.
	Sept.	(1) Complete UISFL progress report for year 2; (2) Develop a course schedule for the B.A. in Asian Studies (including Asian language courses) for fall 2015 and spring 2016; (3) Promote Study Abroad programs.

## 2. Quality of Key Personnel

Several faculty members and administrators will be directly responsible for implementing this grant project and several more will play various roles, primarily in curriculum development, faculty mentoring, and program assessment.

- **Thierry Léger** is Associate Dean for Undergraduate Affairs, College of Humanities and Social Sciences, and Professor of French (Ph.D. Washington University). Dr. Léger will serve as Project Director with ultimate responsibility for the grant's administration, devoting 5% of his

time to the project over two years: planning and leading its core activities, communicating and coordinating with the university's Office of Academic Affairs, and supervising the graduate research assistant. (The GRA assigned to this project, working 13 hours per week for a total of 48 weeks over the two years of the project, will support Drs. Léger and Kim by tracking faculty time devoted to the project, planning meetings, taking minutes, coordinating the visits of external reviewers, and monitoring the budget.) While Interim Chair of the Department of Foreign Languages, Dr. Léger was instrumental in the design of the B.A. in Modern Language and Culture that received a state award for its curriculum innovation. As Associate Dean, he has overseen an increase in interdisciplinary studies programs from one to eight, including the Asian Studies program and the establishment of the Interdisciplinary Studies Department. He has extensive travel abroad experience, including to China. Dr. Léger has been the PI on two grants: one to establish a partnership with Moroccan colleagues to develop a local history exhibit in Casablanca, another to help faculty develop modules on Islam to be integrated in the general education curriculum. His publications focus primarily on 2008 Nobel Prize laureate for literature JMG Le Clézio. In June 2012 he was named Executive Director of the Council for International Francophone Studies (CIEF) ([www.cief.org](http://www.cief.org)).

- **May Gao.** (Please see additional description in Section 1B.) As Coordinator of the Asian Studies program at KSU, Dr. Gao will commit 3.5% of her time over two years by facilitating regular communication with 30 Asian Studies core and affiliated faculty members. She will also lead outreach/dissemination efforts and the cultivation of additional external support through her excellent connections with the Asian American community and Asian-owned multinational corporations in metro-Atlanta and beyond. Dr. Gao is the founder of the Symposium on ASIA-USA Partnership Opportunities (SAUPO), the largest Asia business conference in the Southern

United States and has received and managed sponsorship, grants and awards from the ICA Institute, Confucius Institute, Grant Thornton, China Research Center, Touchmark National Bank, tvsdesign, Asian American Heritage Foundation, Metro Atlanta Chamber of Commerce, Chinese Business Association of Atlanta, the White House Initiative on Asian American and Pacific Islanders, and KSU.

- **Heeman Kim.** (Please see additional description in Section 1B.) As Associate Coordinator of the Asian Studies program and Associate Director for this project, Dr. Kim will oversee the daily operation of this grant. His commitment to the project will be 10% of his time in Year 1 of the project, for which he will be released from teaching one course, and 9% of his summer time in Year 2. He has received and managed several grants from AT&T, the Korea Foundation, and KSU. As the SAUPO Vice-Chair, Dr. Kim is well connected with the Korean-American community and Korean-owned companies in metro-Atlanta and beyond.
- **Wenhua Jin.** (Please see additional description in Section 1B.) As the Curriculum Coordinator for this project Dr. Jin will oversee the curriculum development of the BA in Asian Studies, including the foreign language courses, and will ensure that all course proposals meet the standards for internal approvals. She will devote 10% of her time in Year 1 of the project, for which she will be released from teaching one course, and 9% of her summer time in Year 2.
- **William Griffin** (Professor of French and Chair, Department of Foreign Languages), and
- **Dawn Kirby** (Professor of English, Associate Dean of the College of Humanities and Social Sciences, and Acting Chair of the Interdisciplinary Studies Department). These two departments will be highly involved in the project. The DFL Chair will have an active role in the recruitment, hiring, and supervision of the three faculty positions that will be established under this grant; the ISD Chair, as the home department of the new B.A. in Asian Studies, will have an



active role in preparing and presenting the proposal for the degree to the University System of Georgia's Board of Regents. The Chairs will each devote 2% of their annual time to the project over two years. Dr. Griffin came to KSU in 2003. After completing his B.A in French and International Studies at the University of NC-Chapel Hill and studying at *l'Université de Lyon*, France, he completed the M.A.T. in French at Appalachian State University. In 1980, he received his Ph.D. degree in French from the University of Alabama. His interests range from 19th-century French literature to the use of computers in second language acquisition and teaching. Dr. Kirby is the acting chair of the ISD while the search for a tenured chair nears completion (appointment expected in spring 2013). Her role in this project will be to ensure a smooth transition to the new hire.

In addition to this core faculty, other faculty members affiliated with Asian Studies will contribute to the program. Their time commitment to this project is approximately 3% of the service time in their annual Faculty Performance Agreements, at no cost in the project budget.

- ***Liuxi Meng***. (Please additional description in Section 1B.) As a member in the BA in Asian Studies task force, his role in this project will be to serve as a Faculty Advisor throughout the development and implementation of the new B.A. in Asian Studies. For example, we already have a strong summer Chinese language study abroad program at Shanghai International Studies University (a leader in language and international education) directed by Dr. Meng, and our goal is to expand this program and develop semester or year-long options. As one of the project's Faculty Advisors, Dr. Meng will advise the new faculty hired in Japanese and Korean on the initial development of a summer study abroad program in Japan and Korea (Year 2 or 3), with the ultimate goal to develop a semester or year-long program (Year 4 or 5).

- ***Sarasij Majumder*** (Please see additional description in Section 1B.) Because faculty

expertise for the new degree program derives from two departments in particular (Foreign Languages and Interdisciplinary Studies), Dr. Majumder will also serve as a Faculty Advisor in this project, advising on the development of undergraduate research opportunities for our Asian Studies majors. He has been awarded numerous grants and fellowships for his own research from such institutions as the National Science Foundation, American Institute of Indian Studies, Office of Population Research, Princeton University, and Taraknath Das Foundation at Columbia University. In addition to specialized articles in academic journals in the United States, Europe and India, he contributes to national newspapers in India.

- ***Sohyun An*** is an Assistant Professor of Social Studies Education, Bagwell College of Education (Ph.D. University of Wisconsin-Madison). As the Assessment Coordinator for this project, Dr. An will serve as liaison with the external evaluators who will consult on this program. She specializes in Asian American education, global and international education, civic education, and the history and current issues of South Korean education. (Please see Section 4 for further detail on the project's evaluation.)

Regarding personnel to be hired under the UISFL grant, recruitment for the positions described in this proposal will include the language routinely used in all employment notices for faculty in the College of Humanities and Social Sciences: "It is our policy to hire individuals with a strong commitment to intercultural competence to work in a global environment with a diverse student body. We welcome applications from all qualified individuals, especially those from members of underrepresented and marginalized groups." All schools in the University System of Georgia adhere to non-discriminatory employment practices. The mission of the Equal Employment Opportunity Office at KSU is to support the KSU community's enhancement and expansion of academic programs by creating a campus environment that is free from unlawful



forms of discrimination as outlined under Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veteran's Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended and other related mandates under KSU Policy.

### **3. Budget and Cost Effectiveness**

The project's budget is straightforward and directly relevant to the purpose of expanding the Asian Studies minor into a new B.A. degree. The primary expense comes from hiring faculty with appropriate expertise to carry out the activities described for each objective in this proposal. The new hires will join a very knowledgeable and skilled team, whose credentials and roles are described above. Secondary costs include providing a unique learning opportunity for a student assistant in administering the grant, strengthening the library's resources, travel to required meetings, and assessment. Please see the Budget Narrative for details of every line item.

These expenses are reasonable and effective because of three factors. First, the program already enjoys great strengths on which we build: existing, capable, permanent personnel who have the necessary experience to accomplish all project goals. Second, the program began as an initiative intentionally designed to reach sustainability over a ten-year period. The UISFL grant comes at the beginning of the second half after a very successful first phase; it will provide the vital seed money to achieve the new degree program; the BA in turn is essential to attract additional support from key partners, which is the third factor.

Although the UISFL grant is a two-year project, we have developed a comprehensive five-year plan to raise additional external funds to create a strong far-reaching and sustainable



B.A. in Asian Studies. The strengthening of the Chinese language and culture program and the development of language and culture programs in Korean and Japanese requires a major long-term institutional commitment to fund these programs, and a corresponding great focus to secure funds that can support these programs in the short, mid-range, and long-term. All players are very committed to this initiative and we have a healthy balance of Asian studies and language and culture experts involved, including several senior administrators, to ensure fiscal sustainability after the grant period ends.

We are extremely honored that Hanban/Confucius Institute (CI) has agreed to support the proposal for a total of \$100,000 over five years. This funding assures our ability to hire a very important position to expand and strengthen our program in Chinese language and cultural studies, a permanent, full-time Lecturer to be jointly appointed between the CI at KSU and the Department of Foreign Languages (DFL). Under a "joint appointment" agreement, this new lecturer of Chinese will complete 1/3 of his/her workload for CI at KSU (equivalence of three courses per year), and he/she will complete 2/3 of the workload for DFL of KSU (equivalence of six courses per year). This lecturer will primarily report to DFL, and his/her supervisor will be Dr. Bill Griffin, the Chair of the DFL. For CI at KSU, this lecturer will support CI's Chinese language education in public schools by providing professional teachers' training of CI's guest teachers, and support CI's research efforts in Pre-K Chinese programs. The Lecturer will provide training for local Chinese teachers in addition to 38 guest Chinese teachers currently at CI.

Equally important, we believe CI's commitment will be instrumental in attracting additional support. Both the Korea Foundation and the Japan Foundation offer funding opportunities specifically for the hiring of new faculty. We will seek the maximum funding from each in August 2012 and May 2013, respectively. The Korea Foundation will provide up to

\$50,000 per year for five years to support up to 70% of a tenure-track position. The Japan Foundation will provide up to \$30,000 per year for two years to maintain positions that are already in place. Neither Foundation is able to provide a letter of support prior to its own deadline. However, we are highly encouraged by our preliminary conversations, and the Korea Foundation has already supported KSU during the "Year of Korea" (2009-2010). This confidence is the basis on which the CHSS Dean has been willing to commit to funding the Assistant Professor faculty lines in Korean and Japanese in the event that support from the Korea Foundation and the Japan Foundation is less than expected.

Fiscal oversight and compliance with award conditions will be monitored by the KSU Office of Grants and Contracts. For example, all travelers funded by the UISFL grant, from both direct and matching funds, will use U.S. air carrier service as required by the "Fly America Act." KSU is well experienced in the administration of grants and contracts. Between July 2005 and February 2010, KSU received more than \$32 million in grants and contracts, with more than half of that amount from federal sources. Awards for FY 2011 totaled \$16.6 million. Current federal funding includes Year 3 of a TQP award from the Department of Education (\$1,403,905); two RUI awards from the National Science Foundation (\$141,944 and \$98,119); and two awards from the National Institutes of Health (\$22,927 and \$319,240).

#### **4. Plan of Evaluation**

The purpose of this project is to develop a B.A. in Asian Studies with a strong Asian language requirement. The evaluation plan aims to gather appropriate data to assess the proposed program. To measure the success of this project, we have created an evaluation committee comprised of KSU faculty members and administrators, including five members of the key project personnel: Thierry Léger, Heeman Kim, May Gao, Bill Griffin and Sohyun An, as well



as external evaluators Eric Hyer (Asian Studies Program Coordinator and Professor of Political science at Brigham Young University), and three language specialists in Chinese, Korean, and Japanese from Georgia universities. We have devised a short-term and a long-term evaluation plan; the first to cover the length of the grant, the second to measure the program's success beyond the graduation of our first majors.

**A. Short-term Evaluation Plan**

We will demonstrate our short-term success by documenting the approval of the B.A. degree program through the various and rigorous levels of internal review by May 2013 and by the Board of Regents by May of 2014. Another indication of our success will be the hiring on schedule of the three permanent language and culture faculty members (Lecturer in Chinese and Assistant Professors in Japanese and in Korean in fall of 2013) as well as the completion of the development of the proposed new ASIA courses. We will closely monitor the number of students enrolled in ASIA courses as we expect to see a significant increase during AY 2013-2014. We will also document the number of students who declare a minor as we expect their number to grow in anticipation of the B.A. degree program. Because our project relies heavily on integrating language programs into the curriculum, one measure of our success we will be to track enrollment in Chinese, Japanese, and Korean in comparison to our projections.

<b>ENROLLMENT PROJECTIONS*</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014/2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>Chinese**</b>	30	70	100	135	170
<b>Korean***</b>	30	70	100	135	170
<b>Japanese***</b>	60	120	160	200	240
<b>TOTAL</b>	175	290	400	535	630
* Number of students enrolled during an academic year					
** For Chinese, the numbers reflect the projected increase in enrollment over the 325 students currently enrolled in Year 6 of the program					
*** Korean & Japanese figures are based on current enrollment in Korean & Japanese language courses at KSU through our Critical Language program (self-instruction)					

Numbers are important and they provide a simple and direct yardstick to describe the effectiveness of a program, but they do not ensure the quality of the program. To help assess the quality of our BA in Asian Studies, we will develop a comprehensive Assurance of Learning (AOL) plan modeled after a template used on campus for all degree programs to satisfy accreditation (SACS) and other State and Federal requirements. (Please see AOL synopsis in the Appendices.) The main purpose of the AOL plan is to provide relying data on the quality of the program allowing for continuous improvement. This AOL plan will include clearly defined and measureable learning outcomes, identify which courses will address those outcomes, the assessment methods used to evaluate them, who will be responsible for collecting the data, when the data will be collected and reported as well as identify a time for Asian Studies faculty to meet, discuss the results, and make any necessary adjustment to the curriculum or other aspects of the program as necessary. An important part of the AOL plan will include an evaluation of the students' ability to meet the learning outcomes in their research project (capstone experience). The AOL plan will be developed in Year 1 of the project and implemented when the program is officially launched.

Moreover, in order to provide an independent assessment of the quality of our program, we have asked several external reviewers to help with evaluating the various dimensions of the program.

1) Eric Hyer from Brigham Young University (BYU) has agreed to serve as external reviewer for the B.A. in Asian Studies. He is the Director of the B.A. in Asian Studies at BYU and he has extensive experience with curriculum design, Title VI grants and assessment. He will come to KSU for two days in the spring of 2014 and will have full access to students and faculty as well as any documentation he may request. He will conduct an overall review of the entire B.A. program, including curriculum design, the hiring of faculty and assessment plan as well as



provide input on opportunities for improvement. 2) We have asked foreign language experts in the metro Atlanta area to review our language programs. Dr. Bumyong Choi from Emory University will review our Korean program; confirmation from the Chinese and Japanese reviewers is pending. They will spend one day on campus in Spring 2014 to examine our curriculum and have full access to our students and faculty to evaluate the quality of our program and provide suggestions for improvement.

#### ***B. Long-term Evaluation Plan***

The number of declared majors will be closely monitored and enrollment numbers will be compared to our projections (25, first year of implementation of the program; 50, second year; 75, third year). We will also keep track of the number of minors enrolled in the program as we expect that number to grow steadily from 10 in Year 1 to 50 in Year 5. The number of students enrolled in the language programs will also be closely monitored.

A major component of the long-term evaluation of our program will be the implementation of our AOL plan. Data will be collected on a regular basis throughout the program as well as at the end of the program. Our AOL plan will also include an exit survey for our graduates where we will ask them to identify the strengths and weaknesses of the program, ask for suggestions, and tell us whether they have secured employment or been admitted to graduate school. We will create a social network for our graduates, so that they stay in touch with one another and with KSU. Every five years, we will conduct an alumni survey to assess where our graduates are and whether their education at KSU has met their expectations. We will also conduct a similar survey with employers. Faculty will meet at least once a year to review the data and make recommendations for continuous improvement.

A distinguishing characteristic of our degree program is the integration of proficiency

tests in our AOL plan. In their senior year students will be required to take the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Our aim is for 80% of our graduates to reach Intermediate-Mid on both the OPI and WPT.

## **5. Adequacy of Resources**

Matching institutional resources are largely a portion of contributed time dedicated to this project by some of the key personnel, plus some travel and library funds, all of which are already secured in the College's annual budget. Matching resources from external partners, as explained in Section 3 and in the Budget Narrative, come from Hanban/Confucius Institute (commitment secured) and from The Korea Foundation and The Japan Foundation (proposal deadlines occurring after June 29, 2012), with assurance from KSU to address any shortfall.

Physical resources not listed in the itemized budget include the collections of Sturgis Library and the Foreign Language Resource Center (FLRC) housed in the Department of Foreign Languages. Please see Appendices for a summary description of Sturgis Library holdings related to Asian Studies. The FLRC is a dedicated space where students have access to tutors, foreign language software and web resources. It can also be used as a classroom for language instruction. Although we propose to use \$10,000 of the UISFL grant (with additional contributions from KSU) to strengthen our library and FLRC collections, the current resources have proved adequate to carry out the project activities of two major grants in 2011 and 2012 (StarTalk, totaling \$224,775) for intensive summer programs for Chinese Teachers in K-12 and for Chinese language students.

## **6. Commitment to International Studies**

KSU is recognized as a leader in the University System of Georgia for its emphasis on International Studies as an integral part of undergraduate education. In fact, KSU was one of the



first institutions of higher education in Georgia to internationalize the general education curriculum by offering majors, minors and certificates with an international focus, and since 2009 has offered a Global Engagement Certificate (GEC) to recognize student achievement in developing global perspectives, intercultural skills, and global citizenship. This commitment to international studies is particularly true for the College of Humanities and Social Sciences, as measured by activities, majors, minors, and units. In AY 2010-11 the CHSS had 225 appropriate courses with global learning content, 16 partnership agreements with overseas institutions, 100+ global learning specialists/contributors, and more than 200 international activities. Data for AY 2011-2012 were not complete as of the submission date for this proposal, but evidence of CHSS global learning remains extensive and forms a significant part of daily activities in the College. The table below lists the wide range of programs through six of its nine departments.

<b>Department</b>	<b>Program</b>
English	Language & Literary Studies (Minor)
Foreign Languages	Modern Languages & Cultures (B.A.)
	Chinese Studies, German Studies, French & Francophone Studies, Italian Studies, Spanish (Minors)
	Japanese, Portuguese, and Russian also available in a 4-course sequence through the 2000 level.
Geography & Anthropology	Geography (B.A.); Anthropology (B.S.)
History & Philosophy	History (B.A. Concentration in World History and Culture); Philosophy (B.A. Concentration in Non-western Philosophy)
	European Union Studies (Certificate)
Interdisciplinary Studies	African & African Diaspora Studies (B.A. and Minor)
	Asian Studies, Latin American Studies (Minors)
Political Science & International Affairs	International Affairs (B.A. and Minor)

Another indicator of the robust success of our undergraduate program is that the College has established several graduate programs, responding to the growing demand of students who have earned the B.A. or B.S. degree: the M.A. in Teaching Foreign Languages, the M.A. in Integrated Global Communication, the M.S. in International Policy Management, and the Ph.D. in International Conflict Management, which will confer its first degrees in AY 2014-2015.

KSU's campus-wide commitment to honoring diversity and multiculturalism begins with the encouragement of its highest leadership. University President Daniel S. Papp, whose own background is in international affairs, has consistently supported programs that enhance KSU's global learning mission. At the College level, the Asian Studies minor began with the blessing of Dean Richard Vengroff, a specialist in comparative politics (Canada, Senegal) and fluent in French, who lived and worked overseas for eight of the last thirty years. The realization of the minor into a full major will occur after Dr. Robert Dorff, a specialist in strategic studies and national security and fluent in German, becomes Dean of the College in AY 2012-2013. Continuity in the planning and implementation of the proposed program and its communication with the highest levels of university administration is assured through the central involvement of Associate Dean Thierry Léger as the Project Director. Dr. Léger's duties as Associate Dean include development and oversight of all undergraduate programs. Planning activities from the beginning have also included the Director of the Asian Studies Minor, Dr. May Gao, the Assistant Director, Dr. Heeman Kim, the Chair of the Department of Foreign Languages, Dr. William Griffin, and Dr. Wenhua Jin, Assistant Professor of Chinese.

The proposed expansion of the Asian Studies minor into a B.A. will benefit from a strong and longstanding institutional commitment of resources. At a time when KSU has experienced rapid physical growth and teaching schedules have exploded to fill six days per week and up to 14 hours per day, a resource that merits special mention is the College's commitment to dedicate an additional classroom for the exclusive use of the Department of Foreign Languages. This room seats 35 and features wireless, high speed internet with overhead projector capability from the Web, as do all classrooms on campus.

One of the most important resources for strengthening a key program in our international



studies is the presence of the Confucius Institute on campus since 2009. KSU was the second university in Georgia to host a Confucius Institute, which operates under an agreement between KSU and Yangzhou University in China's Jiangsu Province, as well as with the Chinese Language Council International (Hanban), a division of the Chinese Ministry of Education. The KSU program offers a range of academic and professional development programs, including: courses, workshops and seminars on Chinese language, healing and martial arts, painting, calligraphy, cooking, economics, social development and business.

The Confucius Institute at KSU has been instrumental in helping to develop a key resource specific to the Asian Studies minor program and its proposed expansion: a 20-member Asian Studies Advisory Board (ASAB) with whom the faculty can consult on the growth of the program. The ASAB includes prominent business and academic leaders in the metro Atlanta region and beyond. A member of the key personnel team for the UISFL grant, Dr. May Gao, will have as a primary task the continued cultivation and communication with ASAB.

Like other interdisciplinary programs, the Asia Studies minor was originally housed in the Dean's Office of the College of Humanities and Social Sciences. As a sign of the strong institutional and CHSS' commitment to interdisciplinary programs, the university approved the creation of the Interdisciplinary Studies Department in summer 2011, where the minor now resides and the major will also. This represents a significant commitment in funding to support a departmental chair and administrative staff, to the great advantage of the proposed project.

Financial support also comes from the university's office of international programs. KSU was one of the first schools in the University System of Georgia to establish an internal unit for this mission, now known as the Institute for Global Initiatives. The Institute (IGI) provides funds to encourage faculty research abroad and the development of new courses with international

content. In the past five years, including supplemental funding from the College, internal support for more than 50 CHSS faculty members involved in international studies has exceeded \$300,000 through small grants (\$5,000-\$10,000). IGI also coordinates the annual “Year Of” program, which presents a year-long series of lectures, cultural events and forums designed to immerse the campus and local community in the in-depth study of another country or region. Recent “Year Of” countries focused on Korea, Turkey, Romania, Peru, and Ghana.

IGI is also responsible for supporting study abroad. The B.A. in Asian Studies, which will develop study abroad programs in Korea and Japan during the grant period, will be able to draw on the “global fee” of \$14 assessed on all students, which provides a significant pool of funds to assist with the expenses of those who apply to study abroad every year.

#### **7. Elements of the Proposed International Studies Program**

The curriculum design, the existing Asian Studies affiliated faculty, and the new faculty lines added to the program will substantially promote international studies, which in turn is fully aligned with four priorities of the KSU 2007-2012 Strategic Plan. These are: Goal 1.2 Implement fully the Global Learning Quality Enhancement Plan; Goal 1.8 Add degree programs that are strategically important to the local community, to Georgia, and to the nation at both the undergraduate and graduate levels; Goal 4.2 Increase student participation in study abroad programs by 5 percent per year; and Goal 4.3 Increase percentage of students participating in intercultural learning and understanding programs.

Specifically, in the proposed curriculum for the major, about 60% of the major-required courses and upper division electives address Asian themes in various disciplines. Of note is a combined 6 credit hour internship and study abroad requirement. Students will have the opportunity to enroll in an internship either in the US or in Asia to gain hands-on experience in



multinational corporations, government and non-profit organizations with interests in Asia. The study abroad and international exchange programs in Asia, including China, India, Indonesia, Japan, Korea, Malaysia, Thailand, etc. will provide gateways to the students, and the faculty as well, for the first-hand understanding of Asia and empirical opportunities for the cultivation of a comparative and global perspective on the understanding of international issues. Also, of the existing 25 faculty members affiliated with Asian Studies, more than 80% are involved with research on international topics and themes. We believe the new major will promote more scholarly dedication to international studies on Asia.

As previously noted, the proposed Asian Studies Major is an interdisciplinary program housed in the newly created Interdisciplinary Studies Department that draws on KSU's institutional resources from various departments of the College of Humanities and Social Sciences, the Coles College of Business, the College of the Arts, and the Bagwell College of Education to provide students with a unique opportunity for a well-rounded interdisciplinary education on Asia. It reaches beyond the humanities and social sciences to promote comparative, interdisciplinary knowledge about Asia by including many professional fields, such as business management, education, journalism, international relations, urban and regional planning, international communication, and technology. The purpose of the program is to better prepare students for graduate schools and professional employment in an era that calls for competitive linguistic skills in Asian languages and the critical thinking skills in comparative and interdisciplinary ways of understanding Asia in the global context.

Until last year, only one ASIA prefix course was available in the curriculum and that course filled to capacity. Starting in fall of 2012, as a result of student demand and growing interest in Asian studies, the undergraduate catalog will list a total of 6 ASIA prefix courses

(Please see course titles and descriptions in Section 1B). Over the past 2 years, we have offered 13 to 15 Asian-related courses (language courses excluded) each year and those courses have filled to capacity. Based on the success of existing courses in Asian Studies, the request for courses in Asian languages, and the rapidly increasing demand for expertise related to Asia in the private and public sectors of our region, we believe that the B.A. in Asian Studies will prove very popular. We anticipate 25 students to declare Asian Studies as their major during the first year of the program and that number to grow steadily to reach over 120 students by Year 5.

A strong Asian language component is a distinguishing feature of the proposed program. Chinese, Korean, and Japanese will all be available to students for the upper level language requirement of the program. For all three languages, four different 3000-level courses will be offered, in addition to the existing 1000- and 2000-level courses, with an aim for Intermediate-Mid proficiency level on the ACTFL oral and writing proficiency scales upon finishing the program. Currently with two tenure-track faculty lines in Chinese, the KSU Chinese program demonstrates a robust growth as indicated in the student enrollment rate of a 35% increase from 2006-2009 and 64% increase from 2009-2012, reaching 325 students in Chinese program for academic year 2011-2012. With our expertise in delivering a high-quality proficiency-based language and culture program in Chinese and experience with offering Korean and Japanese language courses through our Critical Language program, we propose to expand our Chinese program and develop comprehensive language and culture programs up to the 3000-level in both Korean and Japanese. We believe that the proposed additional faculty lines in Chinese, Japanese, and Korean will enable us to build these strong and sustainable Asian language and culture programs, which will become the hallmark of the proposed major program.

#### **8. Need for and Prospective Results of the Proposed Program**

President Obama's "100,000 Strong" Initiative, "a national effort designed to increase



dramatically the number and diversify the composition of American students studying in China,” and the designation of Korean as one the of five US strategic languages is a clear indication of the national need and call for more Americans to learn these Asian languages. Also, the importance of Japanese in Asian Studies is self-evident given the long-term US-Japan foreign diplomatic relationship and the role that Japan plays not only in Asia, but also in world economy, politics and peace. Thus, KSU understands the increasing need for practitioners and decision makers who are well versed in approaches to and the understanding of global interconnections in the 21<sup>st</sup> century. Today’s Asia is “no longer simply a region where resources and human labor can be sourced more cheaply than elsewhere. Instead, it is a place where engineers, scientists, programmers, and entrepreneurs are pushing the boundaries of their professions” [Bendell and C Ng (2009)]. Virtually no major international issue – whether global economic recovery or climate change or nuclear non-proliferation can be solved without the active engagement of both the United States and Asian countries. The need for Americans to gain greater exposure to and understanding of Asia is clear. Expanding the KSU Asian Studies minor into a major program is a timely response to this call for urgent national need.

Locally in the greater Atlanta metropolitan area, the need for expanded studies on Asia is even more conspicuous. The most populous metro area in the state of Georgia and also the ninth-largest metropolitan statistical area (MSA) in the country, Atlanta is the economic, cultural, and demographic center of the southern U.S. According to the 2010 census data, 4.57% of the total population in the metropolitan Atlanta area is Asian (257,305 people). Such a large Asian community justifies paying greater attention to Asia and Asian heritage languages and cultures at the secondary and post-secondary education levels. In addition, the metro Atlanta area is home to 18 Fortune 500 and 24 Fortune 1000 headquarters. The economic growth and the sustainable

business increase with Asia in the metro area have made it necessary to develop Asian studies programs at regional universities. Although other institutions of higher education in Atlanta offer courses in the three cultures and languages which are the basis of this proposal, KSU students come from a significantly different demographic than those who can afford to attend, for example, Georgia Tech and Emory University. If the comprehensive B.A. in Asian Studies that we propose were not available at KSU, potentially thousands of qualified students in Georgia would be unable to major in this field of study.

The proposed major program will meet the growing demand among current KSU students for a university education that will lead to professional careers and graduate training that demand an exposure to the knowledge and awareness of an economically important nonwestern region of the world from an interdisciplinary perspective. It will contribute significantly to the growth of foreign language and culture education at KSU by creating new faculty lines in Japanese and Korean, strengthening the existing Chinese program and enriching foreign language curricula. It will give new meaning and purpose to all the related humanities and social science courses and programs by demonstrating how theories and perspectives are applicable in the context of business, management of transnational organizations, and marketing of ideas and products in emergent economies of Asia. It will help create a student body that is committed to life-long learning by participating in Asia-related events such as SAUPO, and prepare them to be hired for jobs that do not even exist today. It will make important and emerging areas of study such as the economy of the emergent markets, capitalist and entrepreneurial cultures of Asia, and marketing and innovation in Asia broadly available to students at Georgia's third largest university, a university that expects to grow significantly in enrollment, research capabilities, diversity, community engagement and national recognition over the next decade.

We predict a strong likelihood that project activities will continue after the grant period based on analysis of past record and assessment of future needs. First, our comparative and interdisciplinary approach to the study of Asia-related issues, the accompanying nationally renowned outreach programs, and the rich extra-curriculum activities (including an annual Asian film Festival, Chinese New Year Celebration, interactions with Asian cultural associations, special brownbag lectures and performances by artists and martial artists, and art exhibitions), have in concert led to the sustained growth of the Asian Studies minor at KSU. The rapid enrollment increase in Asian languages at KSU (e.g. 64% increase for Chinese from 2009 to 2012) has demonstrated a strong demand for an expanded program in Asian Studies.

Second, to better understand KSU student needs, the B.A. in Asian Studies task force has designed a Need Assessment Survey for the Asian Studies Program to be conducted in fall 2012 (please see appendices). Survey results will be incorporated into the final curriculum design of the new proposed major. The analysis will accurately measure the existing demand for accommodation and training in Asian Studies to meet the need of this era of globalization.

Third, we will conduct vigorous recruitment for new enrollment, both internally and off-campus. Our promotional plans call for cross-listings on KSU web sites (e.g. at the college and departmental level, the Institute for Global Initiatives, the Confucius Institute); tapping into our well-established K-12 networks (e.g. foreign language coordinators of the major school districts in Georgia and also associations for specific languages, such as the Georgia Chinese Language Educators); frequently updated communications with our professional networks in the public and corporate sectors (e.g. SAUPO, the Asian consulates based in Atlanta, Georgia Department of Economic Development); and an innovative social media campaign using our growing number of students and alumni as the catalysts.



Fourth, given the rapid enrollment growth (over 5% on average for the past fifteen years) that KSU has experienced and the continued projected growth for the next ten years, we expect the pool of candidates for the B.A. in Asian Studies will grow for the foreseeable future.

The proposed program will be able to build on existing, nationally renowned outreach programs. KSU Asian Studies program already organizes the largest Asia Business Conference in Southern USA: the Symposium on Asia-USA Partnership Opportunities (SAUPO, website: <http://www.kennesaw.edu/saupo>). As an interdisciplinary conference, SAUPO presents a global platform of five-way dialogue among business leaders, scholars, diplomats, policymakers, and non-profit practitioners. It highlights partnership opportunities between North America and important Asian countries, specifically China, India, Japan and Korea. The inaugural 2011 SAUPO conference held in Atlanta was a resounding success with over 300 attendees. In March 2012, KSU Asian Studies Program received recognition for its "Leadership and Commitment" by the Atlanta Host Committee for the "White House Asian Americans & Pacific Islanders Southeast Regional Action Summit." We plan to hold the SAUPO conference in Atlanta every two years. The planning for the April 2013 SAUPO conference is well under way and promises to have an even greater global outreach.

The Asian Studies minor program also organizes SAUPO Workshops for the local community. The fall 2011 SAUPO workshop featured several important speakers from business area and academia as well. Focusing on "The Future of the Global Economy: The Role of China and India," the workshop attracted an audience of over 250 people, including KSU faculty, staff, students, and community members.

Finally, dissemination to academic audiences will be possible because of strong support for faculty to attend professional conferences in their disciplines as speakers, panel moderators,

and discussants. Every full-time faculty member in the College may request \$2,000 for travel and registration to present papers at academic gatherings. All key personnel on the project team have made excellent use of these funds and will be encouraged to so do during the grant period.

#### **10) Competitive Preference Priority 1**

This proposal satisfies the Competitive Preference Priority 1. In 1984, the University System of Georgia (USG) adopted the College Preparatory Curriculum (CPC) policy and implemented it in fall 1988. The policy requires the completion of the CPC for regular admission to any USG school. "Provisional admission" (partial attainment of requirements) was discontinued in 2001. This admission policy applies to all first-year KSU applicants who graduated high school within the last five years and have not attended college; they must meet the minimum requirements for CPC, which include two years of study in foreign language in the same language.

#### **11) Competitive Preference Priority 2**

This proposal satisfies the Competitive Preference Priority 2. Currently, to meet the need for instruction in less commonly taught languages which are not offered through the regular curriculum, KSU offers the Critical Languages Program. All basic language courses emphasize speaking and aural comprehension at the elementary and intermediate levels while a writing component is incorporated at the advanced level; generally, the Critical Language Program covers only 1000 and 2000 level instruction. Languages offered vary from year to year depending upon demand, including Arabic, Hebrew, Russian, and Swahili. The proposed BA in Asian Studies will expand language instruction in three priority languages at advanced levels (3000-4000 sequences): Chinese, Korean, and Japanese.